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ABSTRACT

A practicum was implemented to increase prosocial behavior of students in grades K-6 through a conflict resolution management program. The objectives of the intervention were to: (1) reduce student discipline referrals for antisocial behavior; (2) increase student conflict resolution scores; and (3) increase the prosocial behavior of students. Several activities were utilized to increase the prosocial behavior of students. These activities involved the selection and training of student facilitators who would serve as mediators in conflict situations; teacher inservice designed to give teachers strategies for resolving conflicts within the school setting; implementation of a curriculum to teach conflict resolution within the school setting; presentations at PTA Executive Board, School Improvement/Effective School Team, and School Care Team meetings; monitoring of the progress of students; and implementation of behavior management techniques within the classroom setting. Data used to evaluate the practicum intervention indicated a somewhat positive effect upon increasing the prosocial behavior of elementary students. However, all three objectives were not achieved as outlined by the established criteria. The results indicated that discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, students felt that they got along well with their peers, and they felt good about school. (Nine tables of data are included; 28 references and 4 appendixes of forms--student discipline action summary, a form for student profiles on conflict resolution, an annual school survey, and a weekly log--are attached.) (Author/PRA)

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Increasing Prosocial Behavior of Elementary Students in Grades K-6 Through A Conflict Resolution Management Program

by

Brenda B. Satchel

Cluster 37

A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Brenda B. Satchel under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 26, 1992
Date of Final Approval of Report

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I would like to express my great indebtedness to many individuals who put in countless hours assisting me with the activities outlined in this practicum intervention. To begin with, my continuing thanks to the members of the School Care Team who volunteered their time and talents in working with students affected by problems identified in this intervention. Special thanks to Arvilla Stokes who worked faithfully with me to improve the prosocial behavior of students.

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working to implement the activities suggested within this practicum report to provide the positive environment in which all students can succeed.

B. B. Satchel

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ABSTRACT

Increasing Prosocial Behavior of Elementary Students in Grades K-6 Through A Conflict Resolution Management Program. Satchel, Brenda B., 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Antisocial Behavior/Disruptive Behavior/Elementary Education/Student Behavior/ Behavior Modification/ Socialization/Interpersonal Communication/Interpersonal Competence/Prosocial Behavior/Aggression/Conflict Resolution/Intervention

The practicum was implemented to increase prosocial behavior of students in grades K-6 through a conflict resolution management program. The objectives of the intervention were to: (1) reduce student discipline referrals for antisocial behavior for students in K-6; (2) increase student conflict resolution scores; and (3) increase the prosocial behavior of students.

Several activities were utilized to increase the prosocial behavior of students. These activities involved the selection and training of student facilitators who would serve as mediators in conflict situations; teacher inservice designed to give teachers strategies for resolving conflicts within the school setting; implementation of a curriculum to teach conflict resolution within the school setting; presentations at PTA Executive Board, School Improvement/Effective School Team, and School Care Team meetings; monitoring of the progress of students; and implementation of behavior management techniques within the classroom setting.

Data used to evaluate the practicum intervention indicated a somewhat positive effect upon increasing the prosocial behavior of elementary students. However, all three objectives were not achieved as outlined by the established criteria. The results indicated that discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, students felt that they get along well with their peers, and they felt good about the school.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting for this practicum was an elementary school located in a city which is the geographical center of a large tourist state. The school is situated within an urban residential area and is surrounded by 250 industries employing over 14,000 people. The skilled labor force is growing faster than any other in the state.

The county in which the community is located is in the forefront of citrus-producing counties in the nation and is a major producer of winter vegetables. The county ranks fourth in cattle raising in the state.

The community surrounding the school has a population of approximately 76,000 residents and is expected to increase in size due to a number of planned housing developments. More people live within a 100-mile radius of the city in which the school is located than any other city in the state. The city is located in the heart of the state's growth area which has tripled its population in the past 20 years.

Writer's Work Setting and Role

The school is located in a school district which is the eighth largest in the state, and the 46th largest in the nation. There is a total of 110 schools in the school

district with 56 elementary schools. There are 63,000+ students and 9,000 instructional and noninstructional staff members in the school system.

The school's physical plant is sixty-eight years old and contains five permanent buildings consisting of a two-story building with adjoining structures that include a cafeteria, a music room, a flammable storage building and a building housing four primary classrooms. In addition, there are seven relocatable classrooms located on the nine-acre site. The building utilization factor is 129% which indicates that additional building construction is needed.

The enrollment of the school is approximately 480 students in grades K-6 with an ethnic make-up of 78% white non-hispanic, 10% hispanic, 11% black non-hispanic, and 1% from other ethnic groups. Forty-nine percent of the students participate in the free and reduced lunch program. The school offers no bus transportation with a majority of the student population walking to school.

There are nineteen basic education classes, and one bilingual education class. Classes are also offered in guidance, Spanish, music, strings, gifted education, and physical education.

To teach and support the students of the school, the staff consist of an administrative staff consisting of a principal, an assistant principal, and a guidance counselor; an instructional staff which consists of thirty-two

teachers, and a support staff which includes two secretaries, seven paraprofessionals, four custodians, five food service workers, and approximately one hundred seventy-six school volunteers. The instructional staff ethnic make-up is 88% white non-hispanic, 6% hispanic, and 6% black non-hispanic. Eighty-seven percent of the instructional staff has five or more years of teaching experience.

The school's goals are based on the developmental needs of children, the needs of society and its aspirations for children, as well as several disciplines of organized knowledge. The goals are to foster the development of process skills, personal values, moral and ethical sense, and the mastery of content of disciplines of organized knowledge at levels appropriate to each child's stage of development. The school's mission statement stresses the importance of the partnership between the school, home, and community in their shared commitment to provide an educational climate in which each student is given the opportunity to develop his or her potential to meet the problems and opportunities of life.

The practicum subject will deal with increasing student prosocial behavior. The participants for this problem solving experience will include students in grades K-6.

The writer is a native of the state and county in which she lives. She is a product of the state university system, as well as the local school system in which she is presently

employed. She has taught in several of the schools in which she had previously been a student.

The writer has a bachelor's and master's degree in social science education in middle and secondary education with certification in supervision and administration, as well as an endorsement of school principal in K-12 grades on her teaching certificate. After teaching in the public school system for ten years, the writer was promoted to the position of assistant principal in a large high school, first as the assistant principal of curriculum and then as an assistant principal for administration for a period of six years. During the seventh year of administrative service, the writer was chosen as a principal intern and was later given the position of principal at her present job assignment.

The writer is the principal of the school and is responsible for school operations, instructional program management, personnel management, business management, student support services, and community/school involvement. The writer is also responsible for designing, executing, and evaluating processes related to annual school goals and the annual school report which is reported to the local community and school district organizations.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Antisocial behavior, such as fighting, namecalling, using loud and abusive language, lying, stealing, noncompliance, and cheating represent serious behavior patterns that school administrators and teachers spend much of their time. The expenditure of time threatens to inhibit the achievement of the educational goals set forth by these institutions of learning for students. Most schools set forth policies which deal with major disruptive behaviors, however, school administrators and teachers agree that minor discipline infractions, such as antisocial behaviors exhibited by students infringe upon the instructional time allotment.

At the local school setting, school administrators and teachers were concerned about the number of students who were repetitious violators of school rules regarding aggressive behavior and other forms of antisocial behavior. Despite the efforts of the school administrators and school counselors to decrease the instances of antisocial behaviors exhibited by these students through the use of disciplinary and counseling measures, there was no measurable reduction in the episodes of antisocial behavior.

The previous approach used by the school administrators, the counselor, and teachers to reduce

student antisocial behavior involved student conferences, detentions, assignments to Saturday School, notification to parents by telephone, a letter sent via the student or the postal service, and parent/student conferences. In addition, the school administrators often solicited the assistance of the school psychologist to assist students, parents, and teachers in their efforts toward developing strategies to reduce antisocial behavior and foster prosocial behavior within the students. These approaches to reduce inappropriate behaviors of students were recommended by the local school board and other district level school officials to reduce student disciplinary problems.

It was noted by the writer that these approaches had not reduced the episodes of antisocial behaviors exhibited by students at the local school site. This observation was the result of the writer's informal discussions with classroom teachers in grades kindergarten through six, as well as a review of the summary of the data provided by local discipline reports and surveys generated from the mainframe computer system. In addition, it was the writer's observations of the discipline summary reports that show many of the discipline referrals for fighting relate to incidents which occur in the classroom setting as noted on Table 1.

Table 1

Analysis of Student Discipline Summary Reporting the Location of the Antisocial Behavior of Fighting, 1990-91

Location	Number of Referrals
Classroom	39
School Grounds	20
Playground	24
Hallways	3
Other	4
Total	90

The problem to be addressed by this practicum is that there was a large number of students in grades kindergarten through six who exhibit antisocial behavior. It was the writer's observation that despite the techniques used by school administrators and other school personnel to reduce the incidences of antisocial behavior of students to enhance their prosocial development, there was no measurable improvement or results. The problem was that there was a large number of students in grades kindergarten through six who exhibited antisocial behavior.

Problem Documentation

Several local and district-generated reports provide the documentation of the problem mentioned in the previous section. An examination of these reports generated from the

school district's Management Information System (MIS) and a review of the local school's student disciplinary summary reports from August 22, 1990 to June 4, 1991 indicated that an average of 28 percent of the discipline infractions were related to antisocial behaviors (MIS, 1991). An analysis of the Discipline/Action Summary Report of 1990-91 taken from the mainframe computer shows that 135 of the discipline referrals involved disciplinary actions dealing with antisocial behaviors, such as fighting, stealing, abusive behavior/language, sexual misconduct, and cheating/copying as noted on Table 2.

A examination of the Student Discipline Summary Report generated from the mainframe computer indicated a high percentage of students with multiple discipline referrals for antisocial behavior. The report showed that 14 of the 164 students on the school's disciplinary summary were identified as having two or more discipline referrals for exhibiting antisocial behaviors as noted on Table 3.

Table 2

Student Discipline/Action Summary, 1990-91

Discipline Code	Number of Referrals
Fighting	90
Refuses Assignments	36
Disruptive	100
Habitual Tardies	148
Copy/Cheating	4
Stealing	2
Loud/Abusive Language	13
Unexcused Absences	5
Disrespectful	25
Abusive Behavior	22
Disobedience	18
Abuse/School Property	4
School Rules	8
Sexual Misconduct	4
Total Discipline Referrals	479
Total Students on Report	164

Table 3

Analysis of Student Discipline Summary Report of Students with Two or More Referrals for Fighting, 1990-91

Grade Level	Number of Students
K	4
1	4
2	1
3	3
4	2

It was noted by the writer that the majority of the discipline referrals for the repeat offenders were in the primary grade level.

The Annual School Student Survey Report showed how the students at the local school site felt about the school. A review of this report indicated that students were concerned about their peer interactions, the fairness of school rules, and their feelings about the school. Survey items #7, #12, and #13 which dealt with social interactions within the school setting showed percentages of 5.1%, 9.1%, and 8.1%, respectively in the negative response column as indicated by the report as noted in Table 4.

In conclusion, a review of the Discipline/Action Summary Report and the Annual School Survey of Elementary Student Responses provided evidence of the problem of student antisocial behavior due to:

1. There was a high percentage of student

discipline referrals for disciplinary action relating to antisocial behavior;

2. Some of the students with discipline referrals had two or more referrals for fighting; and
3. The student survey report indicated that they were concerned about peer interactions, fairness of school rules, and their feelings about the school.

Table 4

Annual School Survey of Elementary Student Responses, 1990-91

		Percentage		
		Yes	NO	Don't Know
1.	School adult in whom student can confide.	93.9	3.0	3.1
2.	Student possessions safe at school	90.9	5.1	4.0
3.	Buildings and grounds attractive	74.7	12.2	13.1
4.	Student receiving practical learning	93.9	3.1	3.0
5.	Teacher help readily obtained	96.0	3.0	1.0
6.	School rules understood	98.0	1.0	1.0
7.	School rules fair for all	90.9	5.1	4.0
8.	Teachers make schoolwork interesting	89.9	5.1	5.0
9.	Student motivated to achieve	97.0	1.0	2.0
10.	School work hard	5.1	86.9	8.0
11.	School work easy	37.4	54.5	8.1
12.	Students get along well with peers	89.9	9.1	1.0
13.	Student feels good about the school	81.9	8.1	10.0

Causative Analysis

The problem concerning student antisocial behavior had many causes. The writer believed that one cause was directly linked to the demographic changes taking place in families today. Changes in familial patterns, such as single-parent homes and child living in homes in which both parents work may contribute to the lack of social skills acquired by children. Parents no longer spend an exuberant amount of time in instructing their children toward the acquisition of social skills. Economic demands upon families provided the catalyst that obligates wage earners to spend more time at the worksite, rather than at home nurturing their offsprings. Parents do not spend adequate time with their children to teach social skills, and therefore, relegated this task to public school. Public schools find that this additional responsibility for preparing students in the acquisition of social skills is an additional constraint upon the instructional time allotted to schools to teach the required curriculum.

A second cause of the problem identified by the writer related to poor interpersonal relations exhibited by children. Students who exhibited antisocial behavior may have been rejected by their peers due to their aggressiveness and use of other forms of antisocial behavior toward the members of their peer group. This maladjustive behavior demonstrated by antisocial children

reinforced their desire to seek attention from their peers. However, the negative behavior demonstrated by antisocial children only intensified the desire of their peers to exclude them from social interactions.

A third cause of this problem was that students who exhibited antisocial behaviors lack cognitive problem-solving skills which are necessary for social interaction. Children who can not take the viewpoint of other children or adults find it difficult to manipulate mental activities which involve the ability to take the role of others, as well as being able to interpret, feel, and accurately meet the needs of others. Children who have difficulty in learning to solve problems intuitively during the operational period of development according to Piagetian theory, are often
self-centered and do not recognize that objects have a permanence of their own which do not depend upon the wishes or actions of children. These children are strongly dependent upon how events seem rather than on logic or the principles that govern events.

A fourth cause of the problem was due to the lack of skills demonstrated by school staff members to promote the development of prosocial behavior within students. The ability of school personnel to promote prosocial behavior is linked to their lack of skills in conflict management and resolution due to the lack of time which is provided for the

instruction of personnel in this area. In addition, the staff's acquisition of skills to address this area of concern was hindered by financial difficulty in getting funding for staff development, and the loss of emphasis on social competence as a major thrust of the school's educational program. The school's curriculum did not provide for the implementation of a systematic and thorough approach to teach social skills to assist children in the acquisition of skills that would enable them to become successful individuals who can cope with their environments. Therefore, staff members without the inclusion of social skills in the curriculum tended to turn their attention to the "basics". Without this mandate to teach social skills, staff members did not seek to acquire the skills necessary to promote prosocial behavior in children.

Relationship of the Problem to the Literature

The writer through a review of related literature acknowledged that there were a number of factors that contributed to or caused children to exhibit antisocial behavior. These factors may be classified as environmental or personal forces that act upon children which provide the stimuli which children react to and cause their inappropriate behavior. Researchers further indicated that the family, school, and society all contributed to, or helped to create the environment that reinforced antisocial

behavior.

Kazdin (1987) stated that children and transescents with severe antisocial behavior had academic difficulties demonstrated by lower achievement levels, experience peer rejection, and had deficiencies in cognitive problem-solving skills. Other contributing familial factors associated with antisocial child behavior involved parent psychopathology, alcohol and verbal abuse associated with a parent, large family size, low socioeconomic family status, marital discord within the family, lack of parenting skills, harsh and inconsistent punishment practices, and previous criminal behavior associated with the father. The study also reported that antisocial behavior existed in four to six percent of the child population.

Loeber (1982) found in his research that transescents whose early experience with antisocial behavior which consisted of frequent episodes of this behavior were more likely to be chronic social offenders as adults. Strong evidence supported his hypothesis that chronic social offenders start their antisocial behavior at an early age. Additionally, the report pointed to two other aspects of antisocial behavior which appeared to be predictors of chronic delinquency or the tendency toward becoming a chronic offender. They were the variety or types of antisocial acts, and the occurrences of antisocial behavior in more than one setting which may include such environments

as the family's home, neighbor's home, or the school.

He reported that during preadolescence and adolescence, patterns of antisocial behavior changed to reflect that the number of children who participated in overt antisocial behavior, which included fighting and noncompliance, declined between the age of six and sixteen. However, the number of transescents who participated in covert behavior, such as theft, alcohol and drug abuse, increased. Loeber (1982) pointed out that due to the early identification of children who were at risk for chronic antisocial behavior, it would be feasible and necessary to offer preventative treatment to those identified children and their families. He supported the hypothesis that early treatment for antisocial behaviors tended to be more successful and the cost of this early intervention was minimal when compared to the financial obligation that society must undertake if these children became chronically antisocial individuals throughout their lifetimes.

Piel (1990) investigation involved an examination of the two major assumptions about children relating to aggressive behavior and language maturity. The two assumptions involved the tendency of males to be more aggressive than females, and the assumption that lower socioeconomic individuals tended to use physical aggression more often than individuals who were from the middle or upper socioeconomic levels. Coupled with the two basic

assumptions, the researcher used a third factor, language maturity, to predict the use of physical and/or verbal aggression. The study examined the relationship between language maturity and the choice of verbal or physical aggression while controlling such factors as sex and socioeconomic status. The researcher concluded that children with a low language maturity level tended to prefer physical aggression rather than verbal avoidance or verbal aggression. He further stated that when language, social class, and the sex of the individual was considered, the best predictor of physical aggression was language immaturity. Unlike other researchers, he reported that the sex or social class of the individuals does not contribute to the tendency toward aggressive behavior when a third factor, language maturity was considered. Additionally, he reported that there was no relationship between the sex or social class of language-mature children who choose verbal aggressive behavior rather than physical aggressive behavior.

Shinn, Ramsey, Walker, Stieber, and O'Neill (1987) indicated in their study that antisocial behaviors exhibited by school children posed an enormous cost to society and public schools. The antisocial behaviors exhibited by students placed pressure upon the financial, instructional, and management programs of schools. The cost to repair damages from school vandalism, theft, and the incarceration

of antisocial children and youth was one of the primary financial pressures placed upon society. Antisocial students who must be removed from the regular classroom setting because of their behavior must be referred to alternative school programs or services which involved additional cost to the school system and society. These students were not usually returned to the classroom setting and often experienced academic difficulties, and social adjustment problems in peer social relations.

Wynne (1988) cited the Annual Gallup Poll of the Public's Attitude Toward the Public Schools in which the respondents placed the lack of discipline in schools near the top of their list of concerns. He stated that many citizens assume that the value-oriented approaches of schools was linked to the misconduct of students, in that the rise of discipline problems in schools paralleled the decline of value-oriented education in public schools. Therefore, he pointed to the argument that the American public school system must take partial blame for the rising statistics relating to student discipline.

Reed (1983) insisted that there were a number of factors or circumstances that increased student conflict and violence in the school setting. This increase was the result of the lack of skills of school personnel in promoting conflict resolution and management, schools having a lack of control over societal and familial conditions, the

lack of recognition given by school personnel to factors within the school's environment which give rise to violence and conflict, and a lack of policies and programs within the school to reduce conflict and violence on school property.

Lickona (1988) pointed out that in recent years the Gallup Poll reported that 80 percent of the parents surveyed wanted public schools to teach moral values by providing instruction which will teach respect, responsibility, and common values. He asserted that public schools have abandoned their responsibility and time-honored role as moral educators. The social changes that have taken place in the lives of children have taken a toll on the values and behavior of children.

A further review of the literature indicated several studies that described societal, familial, and learning factors that were associated with antisocial behavior. Kain, Downs, and Black (1988) pointed out in their study that more and more students are growing up without the social skills necessary for coping in a competitive and demanding world. Factors contributing to this lack of social skills were due to demographic changes taking place in our families today. These contributing familial factors were single-parent homes and children living in homes in which both parents work.

Reed (1983) indicated that student behavior problems were due to single-parent homes, marital discord, lack of

parental supervision, lack of parental involvement in the school, and a general lack of parental responsibility. Other factors contributing to behavior disruptions included the influence of television, neighborhood and community problems, and value differences.

Dishion, Patterson, Stoolmiller, and Skinner (1991) reported in their research that childbearing practices in middle childhood were linked to delinquent behavior in transescents. Parent-child maladaptive interactions have a direct effect upon the child's antisocial behavior, academic success, and peer relationships in the school setting. Antisocial behavior interfered with the learning process in the school setting, in that there was a reduction in the amount of time-on-task activities, academic failure, and peer rejection.

Bee (1991) stated that psychologists and psychotherapists believed that a child's behavior problems were rooted in the relationships with significant people in his or her life, specifically the parent or parents. She further indicated that children who exhibited conduct disorders, such as aggressiveness, delinquency, etc., come from homes in which the parents are maladjusted and who were usually arbitrary or inconsistent in the discipline of their offsprings. In addition, parents of highly aggressive children often appeared to be hostile and rejecting of their children. It was felt that the negative behavior of

children was influenced by their observations of their parents' highly aggressive and violent patterns in relating to others. Her research also reported that children who were physically abused by their parents usually abuse their own offsprings. Other familial-aggressive patterns showed that children who are rejected or unwanted are likely to be highly aggressive, and that among adolescents with conduct disorders, parent rejection and inconsistent physical punishment were determining factors. Less aggressive children appeared to come from families who practiced a combination of nonpermissiveness, nonpunitive, and nonrejective discipline strategies.

Silver (1984) suggested that emotional problems that children experienced affected their social relationships. Children with learning disabilities have psychosocial problems due to their difficulty in reading social cues. This misreading of social cues often lead to antisocial behavior.

A review of the related literature presented evidence that environmental and personal forces contributed to the problem of antisocial behavior. The literature indicated that changes in familial patterns, academic difficulty in school, peer rejection, lack of cognitive problem-solving skills, parent psychopathology, alcohol and verbal abuse, low socioeconomic family status, marital discord within the family, lack of parenting skills, harsh and inconsistent

punishment practices, criminal behavior associated with the father, low language maturity, lack of value-oriented instruction within the school setting, emotional problems, learning disabilities experienced by the child, and a lack of instruction programs to teach conflict resolution and prosocial behavior were linked to antisocial behavior.

Antisocial behavior was a significant problem as noted by the general public and school personnel. Kazdin (1987) stated that antisocial behavior was one of the most costly mental disorders to the American public. A review of the literature had revealed the early behavioral patterns of chronic offenders who had frequent episodes of antisocial behavior during childhood. Tracking these behavior patterns had lead researchers to encourage the use of early intervention strategies to decrease antisocial behavior in children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Educators find that students exhibiting antisocial behavior are usually the most difficult to cope with in the classroom, and that the usual discipline methods, such as detentions, suspensions, and coercive behavior do not result in changing the behavior of the students. Therefore, the goal of this practicum was to reduce the antisocial behavior of students in K-6 grades, thereby enhancing the prosocial development of elementary students.

Behavioral Objectives

An analysis of the related literature provided many approaches to reduce student antisocial behavior. With these approaches in mind, the specific objectives chosen for this practicum were:

1. There will be a reduction of 50 percent in student discipline referrals for antisocial behavior for 479 students in K-6 grades during the implementation period as measured by a comparison of the MIS reports during an identified eight-month period of the previous school year, and the same eight-month period of the

current school year.

2. As a result of this practicum intervention, 479 students in K-6 grades will increase their conflict resolution scores by .5 over their previous scores as measured by a comparison of profile scores taken during the pre- and post-implementation period.
3. As a result of this practicum intervention, students will increase their prosocial behavior as measured by a 2.5 point increase in the student response categories relating to peer interaction, fairness of school rules, and students' feelings about school from a comparison of the student response surveys during the pre- and post-implementation periods.

Measurement of Objectives

The first behavioral objective would be measured using a comparison of the Discipline/Action Summary Reports for the pre- and post-intervention periods which would be obtained from the mainframe computer generated by MIS showing the 1990-91 and the 1991-92 school year (Appendix A). The percentage of decrease would be derived from a comparison or analysis of the discipline summary reports comparing the two eight-month periods relating to antisocial

behaviors. The percentage of decrease would be determined by finding the difference between the total number of discipline referrals for the pre- and post-intervention periods. The difference between the referrals would be divided by the number of pre-intervention referrals. The quotient would be multiplied by 100 to determine the percentage of decrease.

The second objective would be measured by a comparison of the student conflict resolution profiles derived from the teacher response questionnaires taken during the pre- and post-intervention periods (Appendix B). The percentage of increase in their conflict resolution scores would be determined by finding the difference between the conflict resolution scores for the pre- and post-implementation periods for each student. The resolution scores would be determined by assigning a numeric value to each of the responses. The assigned value for each response is: "Always"-5, "Often"-4, "Sometimes"-3, "Seldom"-2, and "Not at all"-1. For example, the teacher selected three of the responses as "Often", one of the responses as "Always", and one of the responses as "Sometimes", with the resulting resolution score which would be 4 as demonstrated by (3x4+5+3) divided by 5 = 4.

The third objective would be measure by an analysis of responses given by students in the Annual Survey of Student Responses during the pre- and post-intervention periods

relating to peer interaction, school rules, and feelings about the school (Appendix C). The percentage of increase would be determined by comparing figures from student responses on the survey items.

During the intervention period of the practicum, the writer would keep a log to record all expected and unexpected events (Appendix D). This log would include a listing or description of the events, persons involved, plan of actions, and the writer's observations and notes on the events, as well as notations about events or actions that may have an effect upon the practicum intervention strategy.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Antisocial behavior was a significant problem as noted by the general public and school personnel. It is one of the most costly mental disorders to the American society. A review of the literature had revealed the early behavioral patterns of chronic offenders who have had frequent episodes of antisocial behavior during childhood. Tracking these behavior patterns has lead researchers to encourage the use of early intervention strategies to decrease antisocial behavior in children. A review of the literature presented many strategies and suggestions that school personnel may use to decrease antisocial behavior, thereby promoting prosocial development in elementary students.

Short (1988) stated that changing organizational factors would have a significant effect upon student behavior, and that an effort toward involving community representatives, students, and staff members in planning and implementing changes based on a careful study of the data had a positive effect upon the environment which promoted good student behavior and development. He emphasized that schools must use positive, preventive strategies in helping students to resolve their behavior problems. In addition, schools were cautioned about their over-reliance on rule enforcement, but were encouraged to recognize that extrinsic

and intrinsic rewards were motivators for good behavior for some students. One of the major tasks of effectively disciplined schools was to facilitate the problem-solving abilities of students and teacher. Additional tasks involved monitoring all school activities including classroom and school-related activities to promote student self-esteem and belongingness, emphasizing a student-centered approach to curriculum and instruction, and promoting school expectations for positive student behavior.

Honing (1982) emphasized in his research that cognitive and moral development were positively associated with the prosocial actions of children. He reported that current research indicated that a combination of adult nurturant behaviors, simulation models which illustrated to children how their actions affect others, role-playing activities, and symbolic teachings enhanced the prosocial development of children.

Lickona (1988) suggested that the classroom was the logical setting for teaching and promoting social development which encompassed a curriculum which promotes moral education. Moral education should involve four fundamental processes which involved building self esteem and community awareness, ethical cooperation with society, moral reflection, and participatory decision making.

Rogers and Ross (1986) recommended that teachers group children with inappropriate social skills with students who

were more socially competent. They reasoned that this strategy would provide an effective way to model positive behaviors of peers.

Hazen, Black, and Fleming-Johnson (1984) suggested that teachers use techniques that would guide children toward the use of effective communication strategies in gaining social acceptance. They encouraged structuring activities in which rejected children were given the opportunity to practice social skills through a one-to-one situation in which rejected children and children with effective communication skills were paired which may lead to cooperative interaction, and providing areas in the classroom or other learning environment which will allow small group interaction.

Young-OK and Stevens (1987) in their study on the prosocial behavior of children found that when primary teachers implemented programmatic prosocial curriculum experiences, children were more likely to exhibit enhanced social skills. They believed that adults who "modeled" altruistic behavior influenced children's altruistic behavior and that prosocial modeling along with prosocial behavior in real-life situations were effective methods to teach social behaviors. In addition, the researchers stated that a short-term intervention programs involving cooperative play, sharing, and taking turns helped to reduce aggressive behaviors in outdoor free-play activities.

Lochman, Lampron, Gemmer, Harris, and Wyckoff (1987) recommended a program to reduce aggressive behavior in children through the use of an anger coping intervention program to increase their prosocial behavior with their peers. The program focused on changing the deficient social cognitive process of aggressive children by emphasizing social problem-solving skills.

Guerry (1987) proposed the implementation of an Intensive Care Unit (ICU) which was a student-imposed in-school suspension room for students who were experiencing social, emotional, psychological, attitudinal, and academic problems. He stated that the ICU concept allowed the student the opportunity and time to work out his or her problem.

The positive effect of the mediated dispute resolution program (MDR) in which students were used as conflict mediators was the central strategy used by Koch (1988). The major objective to be achieved with the implementation of MDR in schools involved the positive learning experiences encountered by students in enhancing their problem-solving skills, language development, and communication skills. The implementation of the MDR program involved training teachers who would be responsible for training a corp of student mediators. The program sought to teach skills in the areas of communicating, reasoning, listening, logical thinking, civic awareness, acquiring a sense of personal

responsibility, dispute resolution, and sought to enhance the student's self concept.

Ramsey and Patterson (1989) identified six steps or stages that students go through as they climbed from antisocial behavior to delinquency. The researchers proposed a three-part treatment program to help arrest antisocial behavior of children which included a parent training component, remediation for academic difficulty, and social skills training for students.

The parent training component involved providing parents with techniques for improving their effectiveness with their children by learning to track behavior, monitoring the whereabouts of their children, peer relationships, reinforcing good behavior, using effective punishments, and learning to solve problems that may occur as their children reach pubescence. The researchers listed several techniques to encourage participation which may vary from a nominal payment, school pressure, judicial orders, and through less drastic measures such as encouragement from school counselors.

The second component involving school intervention for students consisted of remediation efforts to assist students who have academic difficulties. This intervention technique not only provided remediation for the antisocial student, but also trained teachers in behavior management techniques to prevent problems by providing classroom rules, giving

clear directions, and using effective praise.

The last component of this intervention model provided for instructing students in learning how to interact positively with nondeviant peers through the use of social skills instruction. The researchers cited a program called ACCEPTS which instructs students in the use of skills in five areas which includes instruction classroom skills, basic interaction skills, getting-along skills, making-friends skills, and coping skills.

Faconti and Hagerstrand (1987) recommended the implementation of a program called Conflict Management Resolution which sought to provide students with personal strategies to solve their problems through the use of communication and decision making skills. In addition, the model proposed the use of student facilitators in resolving conflict between students and student groups. The program sought to provide students with personal strategies to solve their problems through techniques of communication and decision making skills rather than using the most common negative vehicles for resolving conflict which are verbal abuse or physical aggression. Use of these techniques enhanced the students' feelings that they have control over their own actions and their lives.

Cooperative learning activities had been selected by many researchers as an instructional approach that schools could use to increase the propensity for prosocial behavior.

Leming (1985) suggested that schools could positively enhance prosocial development by using instructional approaches, such as cooperative learning methods and the use of democratic schooling practices. His research indicated that cooperative learning methods produced greater academic learning, enhanced self esteem, and improved mutual concern and interpersonal trust between children.

Johnson and Johnson (1990) stated that it was necessary to teach students cooperative skills, so that they could achieve mutual goals which could be accomplished through communicating accurately and resolving conflicts constructively. They proposed several steps that teachers could use in teaching students interpersonal and small group skill. First, students must know and understand why they must use these skills. This could be done by highlighting the need for the skills through lessons that explained why the skills were needed, displaying what the skills are, and rewarding students for using these skills. Second, teachers could use T-charts to explain what the skills were and through modeling skills. Thirdly, teachers could provide activities that allowed the students time to practice each social skill through such activities as roleplaying, cueing, and reinforcing consistently. Using group processing activities was a fourth technique that teachers could use which involved structuring classroom activities to allow students to process how frequently and how well they were

using each skill by discussing, describing, and reflecting on their use of the skills. The fifth approach in teaching interpersonal and group skills involved providing activities to ensure that students persevere in practicing each social skill which could be accomplished through continuing to assign each skill as a group role, giving feedback to students as to how frequently and how well they were using each skill, and rewarding group members when they used each skill.

Additional support for the use of cooperative learning was given in several other research reports. Johnson and Johnson (1989) emphasized that when the cooperative learning method was introduced in the curriculum design it promotes social skills in that each student learned to communicate effectively, it reinforced trust among group members, and it helped to constructively resolve conflict within the group. Parker (1985) stated that small-group cooperative learning enhanced academic, social, affective, moral and political development. Ajose and Joyner (1990) encouraged the use of cooperative learning strategies with children in that the frequent use of interpersonal skills, such as the application of conflict management, decision making, maintenance of a good working relationship among group members promoted social skills development.

A review of the literature on student antisocial behavior generated many effective strategies that schools

could use to promote or enhance prosocial behavior. Upon the investigation of these strategies, the writer generated the following ideas that could be used as part of the practicum intervention strategies:

1. The writer could develop a parent involvement program to involve parents of students with antisocial behavior.
2. The writer could develop a curriculum program to teach moral education and social skills.
3. The writer could implement a program to provide guidance services to students with aggressive and/or antisocial behavior to build self-esteem, teach communication skills to resolve conflict, and to develop prosocial skills.
4. The writer could initiate activities to provide inservice activities for teachers to promote the use of cooperative learning strategies that would enhance prosocial skills.

Description of Selected Solution

The writer chose as the selected strategy for this practicum, the use of the conflict resolution management program which would provide students with personal strategies to solve their own problems through the use of communication and decision making skills. In addition, the strategy would provide for the use of student facilitators in resolving conflict between students and students groups (Faconti and Hagerstrand ,1987).

This strategy would provide a systematic and thorough approach for teaching social skills, and would assist youth in the acquisition of skills that would enable them to become successful individuals who could cope with new environments and job responsibilities. The use of the facilitators would promote better relations between students and student groups on the school campus, and create a positive atmosphere of trust and understanding.

The implementation of this strategy would enable administrators to spend less time in dealing with discipline problems and suspensions, thus permitting students to stay in school to resolve their problems through finding solutions or alternatives to conflict. Additionally, the use of the conflict resolution management program would reduce the amount of time administrators and counselors spend in resolving conflicts, provide additional discipline alternatives for classroom teachers, and improve coping

behavior of students when they have to deal with personal or family situations.

Several activities were to be used to implement the conflict management resolution program. One activity was the selection of student facilitators. The selection of these students would be based upon the recommendations of teachers, counselors, administrators, and school volunteers. A five-hour training session for students would focus on listening techniques and communication skills. The communication skills development would focus on attending, squaring, eye contact and nonverbal messages, using open-ended and feeling questions to keep the conversation flowing, how to solve problems, examining feelings, and the use of brainstorming techniques to generate multiple solutions to problems.

Another activity would involve the development and implementation of a teacher inservice program designed to give teachers strategies for resolving student conflicts within the school setting. The training for teachers would involve a six-hour intensive training program with periodic followup sessions to be devoted to teaching skills in the area of communicating, reasoning, listening, logical thinking, civic awareness, and acquiring a sense of personal responsibilities. The program would also provide teachers with school intervention strategies which consist of remediation efforts to assist antisocial students who have

academic difficulties. The intervention techniques would not only provide remediation for the antisocial student, but would train teachers in behavior management techniques to prevent problems by providing classroom rules, giving clear directions, and using effective praise.

This strategy involving the implementation of a conflict resolution management program could provide a means for enhancing the educational climate of the school by providing additional options for teachers and administrators in dealing with negative student behavior, reducing the number of discipline referrals, thereby reducing the time and energy involved in handling negative student behavior, improving school morale, improving attitudinal student behavior, and increasing time for teaching. Students could benefit from the program by improving their communication skills, learning to be responsible for their own behaviors, gaining understanding of their social responsibilities, learning to become more responsive and responsible to their peers in a cooperative mode, enhancing their self concept, improving their skills and involvement in citizenship activities, and learning skills in dispute resolution.

Report of Action Taken

The writer, who is the school's principal, took the following steps in developing the eight-month implementation period of the practicum intervention strategy in reducing

the antisocial behavior of students at the local school. The first month of the implementation period involved several phases in which the writer's task entailed the development of guidelines for the selection of student facilitators for the conflict management program based upon the recommendations of the teachers, guidance counselor, administrators, and school volunteers.

The second phase involved the development of a six-hour teacher inservice program which related to teaching the use of intervention strategies for resolving student conflicts within the school setting. This phase also involved the selection of 22 student facilitators according to the established guidelines.

The third phase of the practicum intervention strategy involved meeting with teachers, students, parents, other staff members, school volunteers, and the area superintendent concerning the implementation of the conflict resolution management program and the guidelines for the selection of the student facilitators. This part of the component gave the writer the opportunity to explain the need for and the purpose of the intervention strategy, as well as build support for the program. The writer also met with the school's Parent-Teacher Association Executive Board, the School Care Team, the School Improvement/ Effective School Team (SIET) and the School Advisory Council to explain the purpose of the intervention strategy to

receive their support, input, and approval for the implementation of the strategy.

The fourth phase of the first month of the intervention strategy involved several activities which included the actual implementation of the conflict management resolution program, meeting with teachers to explain procedures for the administration and calculation of the Student Conflict Resolution Profile for each student (Appendix B), and the recording of information on the weekly log report (Appendix D). These events were completed during the first month of the implementation period.

During the second month of the implementation of the practicum intervention strategy, the writer provided training for teachers and student facilitators relating to the use of alternatives for resolving conflict. The writer and a consultant who was obtained through fund provided by the school district's Human Resource Development Office delivered the six hours of inservice training for teachers during three two-hour sessions in which the participants demonstrated their ability to identify and implement effective and appropriate strategies as they relate to assisting students with resolving conflict within the school environment. The consultant services were also obtained to instruct teachers in the use of communication and conflict resolution skills to promote prosocial behaviors. In addition, the writer participated in three one-hour

inservice training sessions with teachers which were devoted to teaching skills in the area of communicating, reasoning, listening, logical thinking, civic awareness, and acquiring a sense of personal responsibility. As a requirement for completing the inservice program, each teacher prepared a plan of action to implement strategies using behavior management techniques to prevent discipline problems within the classroom setting by providing classroom rules, giving clear directions using effective praise, cooperative learning techniques, and social skills to be targeted for emphasis within particular curriculum areas.

Upon the completion of the teacher inservice training, the writer and the guidance counselor met with the student facilitators to discuss the purpose of the program, to explain the selection process, to obtain their support for the program, and to initiate the five one-hour training sessions which focused on listening techniques and communication skills to resolve conflict which may develop in the school setting. To encourage the development of prosocial behavior, the writer obtained the support of the guidance counselor to implement within her lesson plans units of instruction which involved conflict resolution techniques.

The writer met with the School Improvement/Effective School Team (SIET) during the third month of the practicum intervention to develop and implement a curriculum to teach

social skills, conflict resolution, and the use of effective communication skills to primary and intermediate grade level students. Different curriculum approaches were designed for students in grades K-3 and grades 4-6.

To discuss the progress of the conflict resolution management program and to reinforce the strategies for reducing conflicts, the writer met with the teachers, the SIET, the student facilitators, and the school guidance counselor during the fourth month of the implementation period. During these discussions it was pointed out that there were several new students who were having difficulty exhibiting prosocial behavior. The writer noted that the school had experienced a boundary change prior to the period of implementation which involved adding new students to the school's student population. Several of the students had been in self-contained exceptional education programs for the Emotionally Handicapped. Due to a change in the program offered to these students which involved the changing of guidelines for hours of service to these students, the students had been staffed out of the full-time self-contained classroom program at another school site and were placed in the regular school mainstreamed program at the writer's worksite. Several of the repeat discipline offenders for fighting or other antisocial behavior had been in the self-contained Emotionally Handicapped (EH) program. It was recommended by the SIET and the school guidance to

target these students for additional guidance services. As a result of this recommendation, the school district's Exceptional Student Education (ESE) program manager for EH students was contacted by the writer to seek assistance for these students by having them re-evaluated for possible reassignment to self-contained EH units which were located at other school sites or provide the school staff with other intervention strategies for these students. After the necessary classroom observations of EH students were completed by ESE personnel and other school staff personnel, parent conferences were held by ESE personnel along with the writer, some of the students were transferred to full-time self-contained EH units at other school sites as advised and carried out by the school district's ESE department.

The SIET also recommended at one of the meetings with the writer that school incentives awards should be given to students exhibiting prosocial behavior based on the recommendation of members of the school staff. The principal contacted the school's business partners to obtain incentive awards for these students.

A practicum progress report which was forwarded by the writer to her practicum advisor and the program office was one of the final activities of the fourth month of the implementation period. The other activity related to the writer's monitoring of the summary data of discipline referrals relating to severe antisocial behavior and the

number of referral from repeat offenders for antisocial behavior as reported from the mainframe computer through the Management Information System. The information was used to assist the School Care Team, the SIET, and the writer in formulating additional strategies to assist students with increasing their prosocial behavior.

The writer met with the SIET during the fifth month to assess the progress of the practicum intervention strategy and to suggest any changes in the activities outlined for the program. One of the suggestions offered by the SIET concerned obtaining written responses from a survey of teachers requesting information relating to learning activities implemented within their classrooms which promote prosocial behavior. In addition, the survey asked for input regarding additional schoolwide activities which could be implemented to promote prosocial behavior. A report of the survey was given at a faculty meeting. The suggestions obtained from the survey were included in the school's improvement plan.

During the sixth month, the writer monitored classroom activities relating to strategies implemented by classroom teachers to promote conflict resolution, social skills, behavior management, and effective communication skills. After the observations were held the writer met with each teacher to discuss classroom management techniques which would prevent classroom discipline problems before they

begin; strategies for improving student responsibility, motivation, and attitudes; and creating and maintaining a positive classroom atmosphere.

The writer continued to observe classroom activities relating to enhancing prosocial behavior and observed the activities of the student conflict facilitators during the seventh month of implementation. As a part of the schoolwide program to promote prosocial behavior, the writer scheduled a four-week prevention service program offered by the school district's student support services division to help student become healthy, happy, responsible, and caring individuals who would be able to deal positively with their mental, physical and social development.

The final month of the eight-month practicum intervention strategy involved the writer's activities regarding the distribution and collection of data from the Annual Student Survey, the Student Conflict Resolution Profile, and the Student Discipline/Action Summary Report which were used to summarize the results of the intervention strategy. The writer completed a phone conference with her practicum advisor to discuss the results of the strategy, her responsibility for collecting and evaluating all data requested in the previously mentioned section on specific objectives to be achieved by the practicum intervention, and the written summary of the data collected. The results which were examined involved a post-intervention assessment

on discipline referrals relating to antisocial behavior, student profile scores, and student opinion surveys collected at the end of the eight-month period. The results of the post-intervention assessment are discussed in the next chapter relating to the results, discussion, recommendations, and dissemination of this report.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

At the local school setting, school administrators and teachers were concerned about the number of students who were repetitious violators of the school rules regarding aggressive behavior and other forms of antisocial behavior. Despite the efforts of the school administrators and the school counselors to decrease the instances of antisocial behavior exhibited by these students through the use of disciplinary and counseling measures, there was no measurable reduction in the episodes of antisocial behavior. Therefore, the writer, who is the school principal, developed and implemented a practicum intervention strategy designed to increase the prosocial development of elementary students.

The specific goals chosen for the practicum intervention were: (1) a reduction of 50% in student discipline referrals for antisocial behavior for students in grades K-6; (2) students in K-6 grades would increase their conflict resolution scores by .5 over their previous scores; and (3) students would increase their prosocial behavior as measured by a 2.5 point increase in the student response categories relating to peer interaction, fairness of school rules, and student's feelings about the school.

The first behavioral objective, reducing the student discipline referral rate for antisocial behavior by 50 percent, was analyzed by comparing the school's discipline/action summary reports of the pre- and post-intervention periods in the categories of fighting, copying/cheating, stealing, abusive behavior, and sexual misconduct which were obtained from the mainframe computer generated by the Management Information System (MIS) as shown on Table 5. The percentage of decrease was calculated by finding the difference between the total number of discipline referrals for the preintervention and post-intervention periods which was divided by the number of pre-intervention referrals. The quotient was multiplied by 100 to determine the percentage of difference. The calculation is further explained as follows:

Total Number of Referrals for Antisocial Behavior

137	Pre-intervention Period
89	Post-intervention Period
137 - 89 = 48	Difference between the number of referrals
48 / 137 = .35	Divided by number of pre-intervention referrals
.35 X 100 =	Quotient multiplied by 100

35%	Percentage of decrease in number of discipline referrals during practicum intervention

The behavioral objective of reducing the percentage of discipline referrals relating to antisocial behavior was not achieved by the standard of performance identified by a 50 percent reduction. The figures indicated there was a 35% decrease in the number of discipline referrals for antisocial behavior as shown by Table 6.

The results of Tables 5 and 6 indicate that in each of the 14 categories for discipline code violations there was a decrease in the number of referrals. Two of the 14 discipline code violations categories, habitual tardies and copy/cheating, had no referrals reported. In the categories which included discipline referrals for copy/cheating, abusive language, and sexual misconduct there was a decrease of 50 percent or more. The total number of referrals for 1991 and 1992 were 479 and 219, respectively. These figures lend support to the positive effect of the conflict resolution management program in decreasing the number of discipline referrals and promoting prosocial behavior among elementary students.

Table 5

Student Discipline Action Summary

Preintervention and Postintervention Periods

Discipline Code Summary	Number of Referrals 1991	1992
Fighting	90	73
Refuses Assignments	36	29
Disruptive	100	78
Habitual Tardies	148	0
Copy/Cheating	4	0
Stealing	2	3
Loud/Abusive Language	13	1
Unexcused Absences	5	2
Disrespectful	25	12
Abusive Behavior	22	11
Disobedience	18	3
Abuse/School Property	4	1
School Rules Violation	8	5
Sexual Misconduct	4	1
Totals	479	219

Table 6

Student Discipline Action Summary of Antisocial Behavior

Discipline Code Summary	Number of Referrals 1991	1992
Fighting	90	73
Copy/Cheating	4	0
Stealing	4	3
Loud/Abusive Language	13	1
Abusive Behavior	22	11
Sexual Misconduct	4	1
Totals	137	89

The second objective, increasing the conflict resolution scores of students was analyzed by comparing the resolution scores of each student during the pre- and post-intervention periods by finding the difference between the scores. The results which are found on Table 7 report the number of students who improved their conflict resolution scores by a .5 over their previous score obtained during the pre-intervention period. Each student's score was compared to the standard of performance as identified by the

behavioral objective. The results profiled in Table 7 indicate that careful consideration was given to the number of students who were involved with the intervention strategy throughout the intervention period. There was a 10% experimental morality rate when examining the data collected due to transfers or death of students during the intervention period as observed by the writer. It was found that of the 479 students who received student conflict resolutions scores prior to the intervention period, only 431 remained in attendance throughout the intervention and post-intervention periods. The scores of students not completing the intervention strategy due to experimental mortality were not used in the examination and analysis of the results of the data collected.

Table 7 revealed that 50.6% of the 431 students made some progress in their scores, and that 16.2% of the students obtained no change in their scores. This would indicate that 66.% of the students had some positive response to the program. The scores of 143 students indicated that a third of the students completing the intervention strategy had a decrease in their scores. The score range for these students was from -.2 to -2.2 as reported on Table 8. The writer felt that his decrease could be attributed to a source of invalidity resulting from a threat to the internal validity of the intervention strategy resulting from an instrumentation error. The

Table 7

Comparison of Teacher Observations of the Student Profiles on Conflict Resolution for the Preintervention and Postintervention Periods

	Number of Students	Percentage of Student Population
Preintervention Period	479	--
Postintervention Period	431*	--
Increase of .5 or more	123	28.6
Increase of .2 to .4	95	22.0
No change in scores	70	16.2
Decrease in scores	143	33.2

Table 8

Score Ranges for Conflict Resolution

Range of Score Differences	Number of Students	Percentage of Students Scoring in the Range
+.2 to +2.6	218	50.6
0	70	16.2
-.2 to -2.2	143	33.2

writer noted that two different teacher observers were used to report the profile scores of one group of students during the pre- and post-intervention periods. It was also observed by the writer that there were several teachers whose student scores were much lower on the post-intervention profile than they were on the pre-intervention period which indicates a tendency toward a threat to the internal validity of the experimental design resulting from another instrumentation error due to the possibility that the teacher observers were more skillful on the second observation due to their familiarity with the rating scale. A review of the results of the comparison of teacher observations relating to student profiles indicated a positive response to the conflict resolution management program in that a fourth of the students did met the standard of performance and that approximately another fourth of the students maintained their scores throughout the intervention strategy. It was observed by the writer that many of the students who maintained their scores had received high scores on both ratings.

The results of the third objective, increasing the prosocial behavior of students, was analyzed by comparing the student response categories relating to peer interaction, fairness of school rules, and student's feelings about the school from a comparison of the student response surveys during the pre- and post-intervention

periods. The results are found on Table 9 which show the percentage of difference between each of the response categories relating to prosocial behaviors. The percentage of difference was compared to the standard of performance identified by a 2.5 percentage point increase in the student response categories.

Table 9

Annual School Survey of Elementary Student Responses for 1991 and 1992

Questions	Percentage 1991			Percentage 1992			Percentage Difference
	Yes	No	Don't Know	Yes	No	Don't Know	
1. School rules fair for all	90.9	5.1	4.0	80.0	7.0	13.0	-10.9
2. Students get along well with peers	89.9	9.1	1.0	90.0	6.0	4.0	+.01
3. Students feel good about the school	81.9	8.1	10.0	85.0	8.0	7.0	+3.1

A review of the data as reported on Table 9 indicated that gains were made in the area of peer relations and students feelings about the school as indicated respectively by an increase of +.01 and +3.1 in each of the categories. The results indicated a decrease of -10.9% in the student responses to the question relating to the fairness of school rules for all. This decrease was attributed to an increase in the number of students who responded to the don't know categories in Question #1 and #2 when compared to the previous years' responses in the same category. The writer felt that the small percentage of change in the yes response categories was due to the increase in the don't know categories in Questions #1 and #2. The criteria of 2.5 point increase in Question #3 relating to students feelings about the school was achieved as indicated by a +3.1 percentage of increase.

The third objectives was partially achieved in that there was only an increase in how students felt about the school as identified by the student response survey given during the post-intervention period. Although the objectives were not totally achieved according to the established criteria, the increases in the percentage of students responses relating to getting along with their peers and their feelings about the school indicated that the intervention strategy had some marginal effect upon increasing the prosocial behavior of students.

To assess the positive and negative aspects of the practicum intervention period, the writer reviewed the statistical data presented in Tables 5-9. The results indicated that the activities developed by the writer with the assistance of the School Improvement/Effective Team, the School Care Team, the School Advisory Council, the guidance counselor, and other staff members such as the use of student facilitators, inservice training for teachers relating to the implementation of teaching strategies and a curriculum to help students resolve conflict within the classroom setting, and the referral of students for additional guidance services who were experiencing repeated discipline referrals for antisocial behavior can increase the prosocial behavior of students. This is further indicated by a significant decrease in the number of discipline referrals relating to antisocial behavior, and more than a 50% increase in the number of students who improved their resolution scores. However, the success of the intervention strategy as it relates to improving students' attitudes toward their relationship with their peers and the fairness of school rules was minimal.

Discussion

The first objective of the practicum intervention was involved with the reduction of the number of student discipline referrals for antisocial behavior for students in

grade K-6. The objective was not achieved as defined by the established criteria and was evidenced by the data given in the tables printed in the previous section. The resulting reduction of the number of discipline referrals was the result of activities generated by the School Improvement/Effective Team, the School Care Team, the school principal, and the school guidance counselor, such as offering additional referral services for students experiencing difficulty with exhibiting prosocial behavior, teacher training in the use of behavior management techniques to prevent discipline problems and classroom monitoring of the behavior management action plan of each teacher. The reduction was which achieved in the number of discipline referrals was attributed to activities developed and implemented by the above mentioned groups within the school environment is supported by Short (1988) and Ramsey and Patterson (1989). Even though the objective was not achieved as indicated by the established criteria, the substantial reduction was attributed to the implementation of the strategies mentioned by these researchers which also verified the positive effect these strategies had in reducing student discipline referrals for antisocial behavior.

The second objective of this practicum intervention involved increasing the conflict resolution scores of student was not achieved as defined by the established

criteria and evidenced by the data presented in the previous section. It was found that over one-fourth of the total school population increased their scores as determined by the identified standard of performance over their initial scores as determined by teacher ratings. Additionally, two-thirds of the students maintained or increased their scores. This increase in the resolution scores of students occurred as a result of the implementation of a programmatic prosocial curriculum, training for teachers, and use of student facilitators. The success that the writer had in increasing the resolution scores is verified by the works of authors, such as Honing, (1982); Lickona (1988); Young-OK and Steven (1987); Lochman, Lampron, Gemmer, Harris, and Wyckoff (1987); Koch (1988); and Ramsey and Patterson (1989). The percentage of students with a decrease in scores may have occurred due to instrumentation errors resulting from the use of different teacher observers on one group of profile scores, and the tendency of some teacher observers to rate students lower on the second observation.

The third objective involved increasing the prosocial behavior of students as measured by increases in the student response categories relating to peer interaction, fairness of school rules, and students feelings about the school. This objective was not achieved as identified by the established criteria in each category. The use of cooperative learning strategies, implementation of a

conflict management program, and teaching effective communication and interaction skills as suggested by Hazen, Black, and Fleming-Johnson (1984); Faconti and Hagerstrand (1982); and Johnson and Johnson (1990) did not significantly increase the percentage of change in students' attitudes toward fairness of school rules and peer interaction. However, there was a significant increase in the percentage of change in their attitude toward the way they felt about the school.

In conclusion, this practicum intervention strategy of using a conflict resolution management program to increase the prosocial behavior of elementary students in grades K-6 proved that some techniques to improve their prosocial behavior were effective. Activities such as providing referral services for students experiencing difficulty exhibiting prosocial behavior and the implementation and monitoring of behavior management strategies within the classroom had a positive measurable effect upon increased prosocial behavior of students. It was observed that the implementation of these activities reduced the amount of time the administrators and the guidance counselor spent in dealing with discipline problems and suspensions relating to antisocial behavior, provided additional discipline alternatives for classroom teachers, increased time for teaching, and improved school morale at the school site.

The writer further believes that through the

implementation of a programmatic prosocial curriculum, students were able to improve their communication skills, learned skills in dispute resolution, and improved their skills and involvement in citizenship activities. The use of other teaching strategies focusing on enhancing the skills of students in becoming more responsive and responsible for their peers in a cooperative mode can promote interpersonal relations. It was observed by the writer that many of the students who had exhibited repeated episodes of antisocial behavior during the preintervention period experienced a more positive attitude toward school as a result of the intervention strategy.

Recommendations

It is the writer's belief that schools must employ a number of effective approaches to promote the prosocial behavior of students. Therefore, the writer has three specific recommendations based upon the findings as reported in this practicum report. First, educators must implement into the school curriculum a systematic and thorough approach to teach social skills to assist students in the acquisition of skills that will enable them to become successful individuals who can cope with new environments, and job responsibilities. Secondly, the training program for teachers to implement the curriculum within the classroom should involve several additional weeks of

intensive training with periodic followup sessions devoted to the assessment and the extension of skills learned by the teachers. Thirdly, time should be provided for the implementation of the prosocial curriculum within the school's daily schedule for instructional activities. To effectively improve the prosocial behavior of elementary students, the instructional time devoted to this effort must be expanded beyond a periodic review of the skills involved with promoting prosocial behavior.

Dissemination

The results of this practicum intervention were disseminated in several ways. An analysis of the statistical information was shared with members of the School Improvement/Effective Team, the School Care Team, the School Advisory Council, and other staff members at the writer's work site. The information was used to determine the need for the continuation of this strategy for the succeeding year to encourage prosocial behavior of students as identified by the school's annual improvement plan.

The writer intends to share this report with members of the Executive Board of the Parent/Teacher Association at the local school site, the writer's Area Superintendent who supported the writer in the implementation of this practicum intervention strategy. Finally, the writer would like to submit a copy of this practicum report to the Director of

Prevention Programs and Services who is responsible for dropout prevention planning.

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APPENDIX A

STUDENT DISCIPLINE ACTION SUMMARY, 1990-91 AND 1991-92

APPENDIX A

STUDENT DISCIPLINE ACTION SUMMARY

1990-91 AND 1991-92

Discipline Code Summary

	Number of Referrals	
	1991	1992
Fighting		
Refuses Assignments		
Disruptive		
Habitual Tardies		
Copy/Cheating		
Stealing		
Loud/Abusive Language		
Unexcused Absences		
Disrespectful		

APPENDIX B

TEACHER OBSERVATION--STUDENT PROFILE ON

CONFLICT RESOLUTION

APPENDIX B

TEACHER OBSERVATION--STUDENT PROFILE

ON CONFLICT RESOLUTION

Student Name:_____ Date:_____

Grade Level:_____ Teacher:_____

Questions	Responses				
	A	O	S	SE	N
1. Avoids namecalling					
2. Seeks to resolve conflict					
3. Listens to others when conflict arises					
4. Mediates conflict between others					
5. Speaks kindly to others					

Numeric Values

A=Always (5 points)

O=Often (4 points)

S=Sometimes (3 points)

SE=Seldom (2 points)

N=Not at all (1 point)

Total Points Earned:_____

Student's Profile Score:_____

(divide total points earned by 5)

APPENDIX C

ANNUAL SCHOOL SURVEY OF ELEMENTARY STUDENT RESPONSES, 1990-91 AND 1991-92

APPENDIX C

ANNUAL SCHOOL SURVEY OF ELEMENTARY

STUDENT RESPONSES

1990-91 AND 1991-92

Percentage

Questions	1991 Yes	1991 No	1991 Don't know	1992 Yes	1992 No	1992 Don't know
1. School rules fair for all						
2. Students get along well with peers						
3. Students feel good about the school						

APPENDIX D

PRACTICUM WEEKLY LOG

APPENDIX D

PRACTICUM WEEKLY LOG

Month Number:_____ Week Number:_____

Date:_____

Activity/Event:

Participants:

Grade Level:

Coordinators:

Writer's Observations:

Plan of Action: